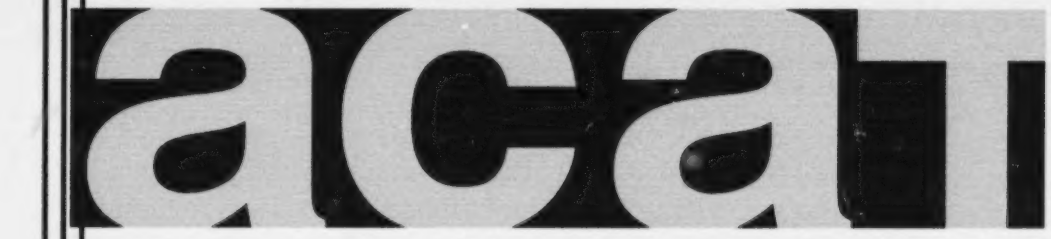
Annual Report



ALBERTA COUNCIL
ON ADMISSIONS & TRANSFER

2015–2016

Publication Date: May 20, 2016

Alberta
Government

Table of Contents

Message from the Chair 1

2013–2016 Action Plan 2

Goals, Priority Initiatives and Results 3

Additional Key Activities/Results 10

Members of Council 13

Message from the Chair

Dear Honourable Minister Marlin Schmidt:

On behalf of the Alberta Council on Admissions and Transfer (ACAT), please find enclosed ACAT's *Annual Report* for the year ending March 31, 2016.

The year covered by this report has been one of significant progress on major projects that will have the effect of enhancing the clarity and accessibility of learner pathways in Alberta and beyond, both now and in the future. As you will know, ACAT's role is to lead the development of learner pathways, mobility and transfer in Alberta's post secondary system. ACAT is the glue that holds Campus Alberta together and its primary interest is student success. Here are some highlights from among the many achievements over the last year.

Undoubtedly, the biggest project over the past year has been the Phase 2 development of the Learner Pathways Modernization Initiative. This phase of the initiative will result in ACAT running transfer on a new system that will be more accessible and transparent for institutions and students. This project is moving from planning and development to implementation. The roll out of this new technology has been accompanied by extensive consultation with those who will be using it. It will make a huge difference to transfer and other learner pathways in Alberta.

Furthermore, we are developing this new transfer system in close consultation with other provinces from Ontario west. As these provinces move to putting their own transfer system on a similar platform, we will start to have the makings of a true interprovincial connection that will facilitate student mobility across provincial boundaries.

ACAT is also on the verge of launching a program of research on student pathways in Alberta. This initiative has been an ACAT objective for some time because we need to know what is happening to students who move to and from different institutions. Then, our decisions about the future of the transfer system can be based on real evidence. We look forward to knowing more, so that we can be even more effective.

Over the past year, we have also continued with the development of articulation committees. These committees have proven to be an effective way to develop a culture of learner pathways and transfer in particular disciplines and areas. New committees on Dual Credit and Prior Learning Assessment and Recognition have been particularly innovative and effective as we continue to develop these important aspects of ACAT's work. The appointment of an Articulation Manager on a two-year interchange will help to advance this crucial Articulation Committee Initiative. We appreciate the support of the Ministry with this addition to the ACAT staff.

ACAT has worked in partnership with the Campus Alberta Quality Council and the Ministry of Advanced Education to hold an Alberta Forum on Student Learning Outcomes. From ACAT's perspective, it is important, as we move toward learning outcomes rather than course inputs as the basis for transfer, that we engage in a conversation with post-secondary institutions about how learning outcomes might be implemented and assessed. While ACAT has no authority over institutions, it is up to us to show leadership around best practices.

ACAT is a leader in national work on learner pathways. We are members of, and work with, several organizations at the regional and national level, including the Pan-Canadian Consortium on Admissions and Transfer, that are laying out pathways for students across Canada.

We welcome the opportunity provided by the forthcoming Alberta Government review of ACAT and look forward to strengthening learner pathways in Alberta through that process.

I must also recognize the contributions of the dedicated ACAT Council members and the hard working staff of the ACAT Secretariat, without whom nothing would happen. Nor would we have had this year's successes without the support of the transfer system member institutions, the Ministry and its Minister.

Sincerely,

Dr. Robin A. Fisher, Chair

2013–2016 Action Plan

DIRECTIONAL STATEMENT

ACAT represents a balanced voice for Campus Alberta. ACAT provides leadership to influence policy, highlight/promote best practices, and create a system for access that serves all learners.

MANDATE

Established in 1974, the Alberta Council on Admissions and Transfer (ACAT) is an advisory agency accountable to the Minister of Advanced Education and, in support of Campus Alberta, responsible for providing advice and guidance regarding post-secondary admission and transfer policy.

ACAT works with its stakeholders for the benefit of learners to ensure smooth transitions from secondary to post-secondary and post-secondary to post-secondary.

VISION

Alberta's post-secondary institutions work cooperatively to provide a transfer system that is responsive to the needs of learners in the matters of admissions, transfer credit, and recognition of prior learning.

MISSION

The mission of ACAT is to be a catalyst for beneficial change and an advocate for learners in the areas of post-secondary admission and transfer throughout Campus Alberta. ACAT provides leadership and direction, as a cornerstone of Campus Alberta, in the improvement of educational opportunities for Alberta students through inter-institutional transfer. ACAT is committed to supporting and improving communication among Alberta post-secondary institutions and to promoting the advantages of a system of education, with all that this means for educational planning for the benefit of learners.

OPERATING PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) Support for Campus Alberta's core objectives by facilitating learners to successfully navigate the Transfer System and foster lifelong learning in the advanced education system.

(b) Student access to higher education and the opportunity for student mobility from secondary to post-secondary and post-secondary to post-secondary in Alberta shall be optimized.

(c) Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences differ in a variety of ways, their substance may be virtually equivalent in terms of learning outcomes and rigor.

(d) Effective academic advising, career counseling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded.

(e) Individual institutions have the primary responsibility for instructional programs, even though responsibility for higher education is shared among various constituents. The responsibility of institutions includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.

(f) Institutions have the responsibility and the prerogative to investigate the total educational background of applicants seeking admission.

(g) Post-secondary institutions are committed to developing and maintaining clearly stated policies and procedures for consideration of transfer credit and to applying them in a consistent manner.

(h) After students are granted admission to an institution under a transfer arrangement, they shall be granted the same rights and privileges as students who began their studies at the institution.

Goals, Priority Initiatives and Results

ACAT identified five goals and associated priority initiatives in its *2013-2016 Action Plan* to guide the Council's and Secretariat's activities. ACAT's focus on leadership, collaboration, research, technology, learner pathways and mobility will be reflected within each of the goals and their accompanying priority initiatives, followed by results for each goal.

ARTICULATION COMMITTEE MODEL

Articulation committees will continue to bring program heads, faculty and Alberta Education, in a given area of study, together to develop closer collegial relationships, exchange information and discuss issues related to admissions and transfer.

PRIORITY INITIATIVES:

- Articulation Sub-committee to review committee model, including process to identify areas for expansion and to ensure sustainability.
- Continue to expand the number of articulation committees in the Transfer System by two annually.
- Hold annual articulation committee chair meeting.
- Articulation Sub-committee/Council engage articulation committees regarding key ACAT research questions and initiatives (e.g., learning outcomes).

GOAL 1: ARTICULATION COMMITTEE MODEL AND COLLABORATION, INFLUENCE AND MOBILITY

RESULTS

Articulation Sub-Committee:

Provided direction for and met and collaborated with ACAT's current Articulation Committee Chairs and key stakeholders, including regarding ways to address identified system issues and new committee needs. Secondary system advisory representatives for articulation committees and ACAT were also identified from the Alberta Teachers' Association (ATA) [Gaylene Schreiber and Marv Hackman] and Alberta School Boards Association (ASBA) [Jim Gibbons].

Collaborated and met with ACAT's Learner Pathways and Admissions Sub-committees to identify common activities, ways to provide input into each other's work, and ways to expand sub-committee membership to include broader representation from the post-secondary and education system. The relationship between learning outcomes and articulation of learner pathways and mobility was identified as one key action item, which evolved into dialogue between ACAT, Campus Alberta Quality Council (CAQC), and Advanced Education to complete a learning outcomes survey with Alberta institutions and develop an Alberta Student Learning Outcomes Forum, to be held on May 18, 2016.

Annual Articulation Committee Chairs Meeting:

Facilitated and participated in the Articulation Chairs 2015/16 Annual Meeting, held on March 3, 2016, hosted by SAIT, and led by ACAT Articulation Sub-committee Chair Marc Scholes.

Meeting topics included Chair updates and issues dialogue, an ACAT *Learner Pathways Modernization Initiative* (LPMI) Phase 2 Transfer System Modernization 2016 update and dialogue, BCCAT articulation committee update and participation (John FitzGibbon), the 2016 *ARUCC/PCCAT Transcript and Transfer Guide* website containing national research project results (Joanne Duklas), Community Learning Campus *Provincial Dual Credit Symposium October 29, 2015 Report* (Barb Mulholland), *CAPLA RPL Quality Assurance Manual* (Patrick Donahoe), and Advanced Education update regarding planned review of the adult learning system (Lisa Fox).

Chairs also identified key issues and shared best practices regarding admissions and transfer. Discussion regarding research to base future articulation committee expansion on learner pathways and mobility and transfer agreement data continues.

Articulation Committees:

One new articulation committee, Religious Studies, was initiated.

A total of 18 ACAT program area, system-led articulation committees are now present with further expansion planned. Development of previously approved Wellness and Social Sciences committees was delayed until the findings from the new Sciences Interdisciplinary Committee Model could be assessed and until additional Secretariat capacity to support overall articulation committee model expansion and review of the model could be in place. A two-year seconded Articulation Manager position was approved in 2015/16 and will be in place starting in 2016/17.

2015/16 articulation committee highlights include:

- Alberta articulation committee collaboration with corresponding BCCAT articulation committees, including for Child and Youth Care, Mathematics and Statistical Sciences and Psychology.
- Prior Learning Assessment and Recognition (PLAR) Articulation Committee and ACAT Secretariat contributions to the Canadian Association for Prior Learning Assessment's (CAPLA's) 2015 *Recognition of Prior Learning (RPL) Quality Assurance Manual*. Ministry collaboration regarding setting up a pilot or structure in 2016/17 to develop a new provincial data collection mechanism regarding PLAR credits awarded as part of Phase 3 of ACAT's LPMI to replace the now discontinued mechanism under the LERS system.
- Mathematics and Statistical Sciences Articulation Committee's extensive collaboration with British Columbia Council on Admissions and Transfer's (BCCAT's) corresponding committee to identify articulation of transfer arrangements for first and second year Calculus courses between jurisdictions.
- Studio Based Articulation Committee proposed development of three sub-committees (Music, Visual Arts and Design, and Theatre and Drama) to support work on comparing course and program curriculum and common learning outcomes.
- Dual Credit Articulation Committee collaboration and contributions to system work (see Dual Credit).

Dual Credit:

The ACAT Secretariat continued to provide extensive support and guidance for the Government of Alberta's Provincial Dual Credit Strategy (PDCS), including through work with involved ministries, the Provincial Dual Credit Steering Committee, the College of Alberta School Superintendents (CASS), and the new ACAT Dual Credit Articulation Committee.

The ACAT Dual Credit Articulation Committee collaborated with the ACAT Secretariat, partnerships, ministry representatives, CASS, and the Steering Committee to develop the questions for the CASS online template that will start to be used by the 51 approved PDCS partnerships for data collection and grant reporting in 2016; participated in the Community Learning Campus' October 29, 2015 *Provincial Dual Credit Symposium* hosted by Olds College; and began to collaborate with key stakeholders to develop recommendations for Alberta Education's *Off-Campus Education Handbook*.

ADMISSIONS PRACTICES

Admissions Sub-committee will undertake initiatives reflecting ACAT's increased focus and communication on admissions-related issues and learner pathways from secondary to post-secondary.

PRIORITY INITIATIVES:

- Conduct survey of Transfer System member institutions to develop an overview and understanding of the current admission practices.
- Engage the Transfer System Contact Persons in discussion on issues related to admission practices at their annual fall meeting.
- Develop a repository/mechanism for sharing admissions information, data, and resources (e.g., high school transitions, dual credit, high school credentialing) with students and counselors and other stakeholders in the K-12 and post-secondary systems.
- Admissions Sub-committee/Council engage stakeholders regarding key ACAT research questions and initiatives (e.g., promising practices).

GOAL 2: ADMISSIONS PRACTICES AND COLLABORATION AND MOBILITY
RESULTS

Annual Contact Persons' Meeting 2015:
Facilitated and participated in the Contact Persons' 2015 Annual Meeting on October 7, hosted by Grande Prairie Regional College. The meeting focused on institution sharing and issues identification, as well as dialogue and feedback regarding ACAT's *LPMI* Phase 2 Transfer System Modernization (redesign of transfer-system related technology, information, tools, and supports).

Contact Persons provided advice and direction at this meeting (and during the year in Working Groups) regarding Phase 2 activities, including ongoing development of the new Learner Pathways Catalog (data warehouse), interprovincial collaboration regarding sharing a common platform for a new Transfer Credit Evaluation System (TCES) [replacing the current TAARS database], and redesign of the Transfer Alberta website and search tool/mobile app, with planned Phase 2 roll out by Fall 2016.

Admissions Sub-Committee:
Collaborated with other ACAT Sub-committees (Articulation, Learner Pathways, and Research) regarding common activities, identification of additional system representation on sub-committees, and further discussion about information gathering to identify admissions-related issues and best practices.

Foreign Qualifications Recognition (FQR):
The ACAT Secretariat continued to participate on the Alberta Labour ministry-led FQR Steering Committee in 2015/16, including participation in meetings and collaboration regarding connections between FQR initiatives and PLAR learner pathways and mobility.

LEARNING OUTCOMES

ACAT will continue its examination of the role of learning outcomes in the development and broadening of learner pathways through best practices and models for an outcome-based Transfer System.

PRIORITY INITIATIVES:

- Complete a review of a sample of existing by-program agreements through a comparison of learning outcomes, including identification of a common understanding of a working definition for learning outcomes.
- Develop a pilot block transfer agreement that is founded on identified learning outcomes and is informed by the lessons learned from the sample review of by-program agreements.
- Learner Pathways Sub-committee/Council engage stakeholders regarding key ACAT research questions and initiatives (e.g., block transfer, ACAT/third party learning outcomes research).

GOAL 3: LEARNING OUTCOMES AND COLLABORATION AND MOBILITY RESULTS

Learner Pathways Sub-Committee:

ACAT continued to explore how transfer arrangements can be facilitated through the use of learning outcomes, including dialogue with ACAT Articulation, Admissions, and Research Sub-Committees. The Learner Pathways Sub-committee also continued connecting with others in the system that are engaging in learning outcomes initiatives, including a Deans of Business Project in the area of business programs.

Collaboration with the other ACAT Sub-committees also led to the development of a learning outcomes survey for identified Alberta institutions and collaboration with CAQC and the Ministry for development of an *Alberta Student Learning Outcomes Forum*, planned for May 18, 2016.

Interprovincial Credit Transfer Forum:

ACAT, BCCAT, and the Ontario Council on Articulation and Transfer (ONCAT) collaborated to host an Interprovincial Credit Transfer Forum with key stakeholders from across Canada on September 21, 2015. The results of the forum are in a report that is available on ACAT's website, notably highlighting the need for further information sharing forums and more research/data on related credit transfer topics (e.g., existing articulations, learning outcomes and transfer, interprovincial credit transfer post-secondary differences, existing and needed research/data, quality assurance and trust).

Research Plan and Research Sub-committee:

ACAT finalized an *ACAT Research Plan* in 2015 and shared this plan with Advanced Education for dialogue regarding the importance of addressing key provincial data gaps, including transfer credit, admissions, PLAR, dual credit, and interprovincial mobility.

An ACAT Research Sub-committee was approved by Council to further develop proposed next steps for the Research Plan, with Advanced Education approving an initial research contract case study model proposal regarding the success of transfer credit students in Alberta. Posting and research for these contracts will occur in 2016/17. Additional phases and plans for continuing key research topics is also planned to continue in 2016/17 onwards, addressing critical data gaps to inform evidence-based decision making.

COMMUNICATION

ACAT will increase engagement and communication with and among Alberta's advanced learning system stakeholders to support learner pathways initiatives and student success.

PRIORITY INITIATIVES:

- Ensure ongoing, regular dialogue between ACAT Chair/Council and Innovation and Advanced Education Senior Ministry officials.
- Contribute to key government initiatives (e.g., funding model and tuition review).
- ACAT will seek out opportunities to enhance communication with and between system stakeholders, including engaging key stakeholders with ACAT's *Spotlight* communication.
- Facilitate provincial conversation about key research topics with ACAT, Campus Alberta Quality Council, and other stakeholders (e.g., student groups, ministries) to increase secondary and post-secondary dialogue.
- Provide students, Student Advisors and other key institution staff with enhanced Transfer Alberta technology tools, information, and training opportunities.
- Assess the viability of the Transfer Agreement Archival Retrieval System (TAARS) and the need for the development of a modernized transfer tool.

GOAL 4: COMMUNICATION AND INFORMATION, ACCESS AND MOBILITY
RESULTS

Minister Meetings and Ministry Dialogue:

The ACAT Chair engaged in key meetings with the Honourable Minister Don Scott (January 20, 2015) and Honourable Minister Lori Sigurdson (September 28, 2015); Deputy Minister Rod Skura (November 30, 2015 and January 26, 2016); and Peter Leclaire Assistant Deputy Minister, Advanced Learning and Community Partnerships and Executive Director, Operations (regular meetings) regarding ACAT, learner pathways and mobility, and the post-secondary system. Ministry dialogue was also included at the three regular yearly Council meetings. Topics for all dialogue included key leadership, research, collaboration, resource, Pan-Canadian, and technology goals and priorities.

ACAT Institution Site Visits:

ACAT completed 8 post-secondary institution Alberta Transfer System member site visits in 2015/16, including Alberta College of Arts + Design, MacEwan University, Nechi Institute: Centre of Indigenous Learning, NAIT, NorQuest College, SAIT, University of Lethbridge, and Yellowhead Tribal College.

Learner Pathways Modernization Initiative:

Completed key work on ACAT's largest initiative in 2015/16 – ACAT's *LPMI Phase 2 Transfer System Modernization* (redesign of transfer-system related technology, information, tools, and supports).

Three system Working Groups with diverse stakeholder representatives ((Alberta post-secondary and secondary and interprovincial partners) have provided direction during development of Phase 2 activities. These activities included ongoing development of the new Learner Pathways Catalog (data warehouse and collection), interprovincial collaboration regarding sharing a common platform for a new Transfer Credit Evaluation System (TCES) [replacing the current Transfer Agreement and Archival Retrieval System (TAARS) database], and redesign of the Transfer Alberta website and search tool/mobile app. Phase 2 roll out is planned by Summer 2016 (website and search tool/app) and Fall 2016 (Catalog and TCES).

Phase 3 (Stakeholder Tools) is planned to begin after Phase 2 roll out in Fall 2016, including supports for additional pathways information for Dual Credit and PLAR, ACAT's website and SharePoint site.

Phase 4 (Learner Pathways Connections) is planned for 2017/18, including fostering additional key connections to pathways and mobility-related government and agency information.

Transfer Alberta Mobile Application:

Stakeholder feedback and new data analytics are being collected for the new mobile app, with planned app updates in progress. Updates are being completed in response to this feedback and as a part of the LPMI Phase 2 Transfer System Modernization projects, which include alignment of the Transfer Alberta Search Tool redesign and app updates.

Alberta Student Learning Outcomes Forum:

ACAT, CAQC, and the Ministry collaborated to plan and develop an Alberta Student Learning Outcomes Forum, planned for May 18, 2016.

Annual Contact Persons' Meeting 2015:

ACAT's Chair and Secretariat facilitated and participated in the Contact Persons' 2015 Annual Meeting, engaging in direct information sharing, input, and dialogue regarding key system issues and ACAT initiatives.

ACAT Spotlight Communication:

ACAT continued to evolve development of its regular stakeholder/system communication, *Spotlight*, to highlight learner pathways and mobility activities for institutions and other key stakeholders.

ACAT SharePoint Site:

ACAT SharePoint site development is now planned to continue during Phase 3 of the LPMI in 2016/17, providing better support for communication, collaboration, and work by Council, institution Contact Persons, and Articulation Committees.

Information Sessions, Meetings, and Training:

Provided continued support for sessions and information sharing regarding learner pathways and mobility, the Alberta Transfer System and Transfer Alberta (including TAARS training), and the role and work of ACAT to key groups. This included collaboration with student groups and student leaders (Council of Alberta University Students, the Alberta Students' Executive Council, Learning Clicks Ambassadors, and other Alberta post-secondary student leaders), Contact Persons, Academic Advisors, Senior Academic Officers (SAOs), and related government and Agency partners (e.g., CAQC, ApplyAlberta, Advanced Education, Education, Labour, Human Services, and Indigenous Relations).

GOVERNANCE

ACAT will review and align its governance documents and processes to align with the *Alberta Public Agencies Governance Act*, Government of Alberta priorities, and ACAT's new directional statement and priorities regarding leadership.

PRIORITY INITIATIVES:

- Revise Mandate and Roles; Code of Conduct; Principles, Policies and Procedures; Governance Recruitment and Structure documents, and Position Profiles.
- Revise the Alberta Transfer System Membership application and process, including key documents and policy.

GOAL 5: GOVERNANCE AND LEADERSHIP, MEMBERSHIP AND DIRECTION

RESULTS

Reviews and Initiatives:

Since 2014, ACAT has continued to work with Advanced Education to support the Ministry's initiation of its review of ACAT and learner pathways and mobility in Alberta's post-secondary system, as well as its *Alberta Public Agencies Governance Act* governance review of ACAT. Planned reviews have been previously postponed due to various factors in the Alberta context and at the request of the Ministry. Next steps for the ministerial review, including a currently planned ABC Review and alignment with a review of adult learning, as well as ACAT's own planned review regarding its governance will be further determined in 2016/17.

The findings from ACAT's 2015 *Phase 1 LPMI Business Assessment Report* and its extensive collaboration with Alberta stakeholders and other jurisdictions will continue to guide ACAT's Action Plan activities, with future planned ministry reviews to further inform this work once results are available.

Council Membership—Appointments:

ACAT reviewed and confirmed its recommendation for appointment of a new Public Member, pending Ministerial approval. Nomination processes are also ongoing for a Comprehensive Community Institution, a Comprehensive Academic and Research Institution, and an Independent Academic Institution Council representative respectively. Requests for approval for re-appointment of 11 current Council members have also been planned for 2016/17, as well as planned nomination recommendations for three new members for Council-approved position profiles for an institution President, Senior Academic Officer, and Registrar.

Student Leader Orientation to Government:

The ACAT Secretariat participated in, provided sessions, and supported the August 4, 2015 Student Leader Orientation to Government, looking forward to continued collaboration in ACAT work with student leaders in Alberta.

Additional Key Activities/Results

Council and the Secretariat have made a number of accomplishments in support of ACAT's *2013-16 Action Plan* goals and priorities, core business, and ongoing operational requirements. The following bullets highlight ACAT's key relevant learner pathways, mobility, and transfer system activities/results for this *2015–2016 Annual Report*.

Goals 1–5: Research/Data to Support Pathways, Access and Mobility

RESULTS

Student Mobility Reports:

In June 2015, ACAT posted the third year of Student Mobility Reports (2012–13 data) focused on student enrolment flow and tracking for public institutions and Alberta's six sectors in Campus Alberta and the Alberta Transfer System. ACAT's 2010–11, 2011–12, and 2012–13 Student Mobility Reports are posted on the "Research" page of ACAT's website by institution and by sector, use institution-approved Learner and Enrolment Reporting System (LERS) data, and are updated on a yearly basis. Additional types of mobility reports are planned.

System-level Student Mobility:

In 2012, over 269,500 full-time and part-time students were in the post-secondary system in 26 publicly funded institutions in Alberta. In 2013, approximately 156,500 (just under 60%) of these students continued in the system, with approximately 16,000 of those students showing mobility by continuing at a new institution.

Cohort Year	Full-time and part-time students in publicly funded institutions in Alberta	Students continuing in the system in Alberta	Students demonstrating system mobility by continuing their studies at a new institution
2004	238,000	135,500	18,000
2005	244,500	138,500	17,000
2006	251,000	141,000	17,500
2007	254,000	145,500	17,000
2008	260,000	149,500	17,500
2009	264,000	151,500	17,000
2010	266,000	154,500	17,000
2011	265,500	155,500	16,500
2012	269,500	156,500	16,000

(Note: Numbers reflect Alberta Student Number (ASN) information (e.g., account for deleted/retired ASNs) and are rounded to the nearest half thousand.)

Research Plan and Sub-committee:

A Research Plan was approved in principle by Council in February 2015 to address key provincial data gaps in the post-secondary system. The plan prioritizes the following areas: transfer credit, admission practices, Prior Learning Assessment and Recognition credit, Dual Credit and interprovincial transfer. In support of this work, a Research Sub-committee was also approved to lead the work of this plan, including increased data/ information collection regarding learner pathways and mobility to inform evidence-based decision making by ACAT, government, and the system.

Prior Learning Assessment and Recognition (PLAR):

Between 2009/10 and 2013/14, a total of 20 institutions reported enrolments related to PLAR credits awarded to students in Alberta. Provincial tracking of PLAR credits awarded has been discontinued via Alberta's LERS system, with a new provincial mechanism for collection under discussion.

Provincial Dual Credit Steering Committee:

ACAT Council representatives (past and current) continued to participate as post-secondary representatives on the Provincial Dual Credit Steering Committee for Alberta's Provincial Dual Credit Strategy. The Ministry/ACAT Secretariat also provided ongoing support for this work, including ongoing collaboration regarding and management of a grant with CASS for its management of PDCS partnership data collection and grant reporting in 2016/17 onwards. As well, information about the current 51 PDCS partnerships is available on the www.albertadualcredit.ca website located on eCampusAlberta.

Institution Transfer Agreements on Transfer Alberta:

Currently, there are more than 80,000 transfer agreements made available to students by Alberta Transfer System member institutions via Transfer Alberta. This includes approximately 34,000 by-course and 900 by-program Active transfer agreements and over 46,000 Terminated (Grandfathered) agreements.

Academic Year	Total Number of Active Transfer Agreements	
2013-14	32,300	
	Course-Level: 31,400	Program-Level: 900
2014-15	33,000	
	Course-Level: 32,100	Program-Level: 900
2015-16	34,000	
	Course-Level: 33,100	Program-Level: 900

(Note: Numbers in the table represent Transfer Alberta data, have been rounded to the nearest hundred, and do not include terminated/ grandfathered agreements, which provide transfer credit information for students who have completed studies in previous years. For these three academic years, there is an average of 44,800 terminated/grandfathered agreements.)

RESULTS

Western Consortium on Admissions and Transfer (WestCAT) and Pan-Canadian Consortium on Admissions and Transfer (PCCAT):

Advocated for the enhancement of student access and mobility and research locally and on the national level through participation on WestCAT and PCCAT. ACAT co-facilitated dialogue and presentations at the annual WestCAT and PCCAT conferences and business meetings in 2015.

ACAT also continued regular meetings with the provincial Councils on Admissions and Transfer (CATs) in Alberta, British Columbia, Ontario, and New Brunswick, and participated in CATs panel sessions with provincial partners at all CATs/related organization conferences and annual meetings.

Collaboration, meeting participation, and action items between ACAT and BCCAT articulation committees continues growing into its second year.

Key discussions and participation for an interprovincial consortium for shared transfer system platform technology and provincial partner collaboration on Working Groups for ACAT's LMPI Phase 2 work occurred in 2015/16. This collaboration included Alberta, British Columbia, Manitoba, and Ontario, with Saskatchewan participating as an observer in the process and New Brunswick and PCCAT being kept informed of progress.

ARUCC/PCCAT National Research Project:

The final national research project results and report for the *ARUCC/PCCAT National Transcript and Transfer Credit Nomenclature Standards Research Project* was posted in January 2016 as the *ARUCC/PCCAT Transcript and Transfer Guide* website. ACAT/Alberta provided economic and in-kind support for the overall completion of the two phases of this project between 2014 and 2016. ACAT has also directly used results from this project to help guide the glossary in its new TCES and website.

Interprovincial Credit Transfer Forum:

Building on the 2014 Memorandum of Understanding (MoU) to enhance higher education credit transfer and student mobility across jurisdictions and on a pan-Canadian basis, ACAT, BCCAT, and the Ontario Council on Articulation and Transfer (ONCAT) collaborated to host a 2015 *Interprovincial Credit Transfer Forum*. The forum was held on September 21, 2015 with key stakeholders from across Canada. Forum results were posted in an *Interprovincial Credit Transfer Forum Report* (available on ACAT's website), highlighting the need for further information sharing forums and more research/data on related credit transfer topics (e.g., existing articulations, learning outcomes and transfer, interprovincial credit transfer post-secondary differences, existing and needed research/data, quality assurance and trust).

Canadian Association for Prior Learning Assessment (CAPLA):

Alberta/the ACAT Secretariat participated in the annual 2015 CAPLA conference and sessions, including facilitation of and participation in Pan-Canadian panel and ACAT LPMI sessions.

Alberta also continued participation on a Recognition of Prior Learning (RPL) Strategic Advisory Panel in support of the Canadian Association for Prior Learning Assessment's (CAPLA's) three-year *Pan-Canadian RPL Quality Assurance Project*, which resulted in the November 2015 publication of and conference focus on the *CAPLA RPL Quality Assurance Manual*. ACAT's PLAR Articulation Committee has also been discussing ways to incorporate use of the manual's guidelines and information in best practices.

Members of Council

Dr. Robin A. Fisher
ACAT Chair
10155–102 Street
Edmonton, AB T5J 4L5
Bus: 780.422.9021
e-mail: acat@gov.ab.ca

Dr. Robert Boudreau
ACAT Vice-Chair
Vice Provost & Associate
Vice-President, Academic
The University of Lethbridge
4401 University Drive, A772
(University Hall)
Lethbridge, AB T1K 3M4
Bus: 403.329.2646
e-mail: boudreau@uleth.ca

Dr. Christine Johns
Senior Director, Academic and
International Strategies
University of Calgary
A100, Administration Building, 2500
University Drive NW
Calgary, AB T2N 1N4
Bus: 403.220.3385
e-mail: christine.johns@ucalgary.ca

Ms. Susan Bansgrove
Vice President, Academic
Grande Prairie Regional College
10726–108 Avenue
Grande Prairie, AB T8V 4C
Bus: 780.539.2867
e-mail: sbansgrove@grpc.ab.ca

Ms. Tessa Cocchio
Alberta Students' Executive Council
Bus: 780.492.8243
e-mail: tkcocchio@gmail.com

Dr. Jonathan Strand (outgoing)
Professor of Philosophy and Principal,
School of Theology, Ethics, and Leadership
Concordia University College of Alberta
7128 Ada Boulevard
Edmonton, AB T5B 4E4
Bus: 780.479.9357
e-mail: jonathan.strand@concordia.ab.ca

Ms. Helen Salzl
Associate Registrar
Athabasca University
1 University Drive
Athabasca, AB T9S 3A3
Bus: 780.675.6378
e-mail: helens@athabascau.ca

Dr. Craig Monk
Dean, Faculty of Arts and Science
MacEwan University
7-310T, 10700–104 Avenue
Edmonton, AB T5J 2P2
Bus: 780.497.5644
e-mail: monkc2@macewan.ca

Mr. Roy Weasel Fat
President
Red Crow Community College
Box 1258
Cardston, AB T0K 0K0
Bus: 403.737.2400
e-mail: royw@redcrowcollege.com

Ms. Emily Macphail
Council of Alberta University Students
Bus: 403.969.2537
e-mail: Emily.cm.macphail@gmail.com

Mr. Marc Scholes
Associate Vice-President
Instructional Affairs
Alberta College of Art + Design
1407–14 Avenue NW
Calgary, AB T2N 4R3
Bus: 403.338.5566
e-mail: marc.scholes@acad.ca

Ms. Madeline McVey
Vice President, Academic
Northern Lakes College
Bag 3000
Grouard, AB T0G 1C0
Bus: 780.751.3256
e-mail:
mcvey@northernlakescollege.ca

Ms. Susan Radke
Manager, Academic Affairs
SAIT Polytechnic
1301–16 Avenue NW
Calgary, AB T2M 0L4
Bus: 403.284.8891
e-mail: susan.radke@sait.ca

Mr. Larry Hlushak (outgoing)
Public Member
e-mail: lhlushak@shaw.ca

Mr. Jim Gibbons
Public Member
e-mail: jgibbons@asba.ab.ca

Dr. Brenda Leskiw (outgoing)
Associate Dean, Undergraduate,
Faculty of Science
University of Alberta
Bus: (780) 492-2280
Email: brenda.leskiw@ualberta.ca

GOVERNMENT OF ALBERTA NON-VOTING ADVISORY RESOURCE REPRESENTATIVES:

Ms. Ann Marie Lyseng
Senior Manager, Learner Pathways and ACAT Secretariat
Alberta Advanced Education
Bus: 780.427.5299
e-mail: annmarie.lyseng@gov.ab.ca

Mr. Gilbert Perras
Executive Director, Operations
Alberta Advanced Education
Bus. 780.638.3588
e-mail: gilbert.perras@gov.ab.ca

Ms. Merla Bolender
Executive Director, Programs of Study and Resources for Implementation
Alberta Education
Bus: 780.644.2530
e-mail: merla.bolender@gov.ab.ca

Note: Language and information in the Council membership list in the 2015–16 Annual Report is up-to-date as of March 31, 2016, including reference to identified outgoing and incoming Council members for 2015/16 as of the May 20, 2016 Annual Report publication date. Position vacancies still in progress (e.g., CCI) are not included in this list. Further changes in membership and advisory resource representatives will be reflected on Council's website and in the 2016-17 Annual Report.

Contact Information
8th Floor, Commerce Place
10155–102 Street
Edmonton, Alberta T5J 4L5
telephone: 780.422.9021
fax: 780.422.3688
e-mail: acat@gov.ab.ca
website: www.acat.gov.ab.ca

ACAT Annual Report 2015-2016
ISSN 0383-5057(Print)
ISSN 0383-5057(Online)
Copyright ©2016, the Crown in Right of the Province of Alberta, as represented by the Minister of Advanced Education. Permission is hereby given by the copyright owner for any person to reproduce this document for educational purposes, and on a non-profit basis.